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EDUCATION ONTARIO

Ministry of Education
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Ministry of Colleges and Universities
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PUBLISHED QUARTERLY
JUNE 1987

Summertime, and the livin' is busy

Ah, what a life! Lying in the hot summer sun for two months, soaking up rays, working on your tan, not a care in the world. It must be nice to be a teacher.

Well, sorry to disappoint you, but it's time to put that myth to rest.

While it's true that some teachers do put their feet up during their summer holiday, many are still working, busy as they ever were during the school year.

"I think it's fair to say that most people think 'well, it must be nice to have the summer off' when they think of teachers," says David Studd, an executive assistant with the Ontario Teachers' Federation (OTF). "In fact, in the summer teachers are almost course junkies."

summers he's taken courses, taught, and acted as principal for summer school. "This year is my summer off," he adds.

And yet, over July and August, Mr. Hill will be rewriting the one-act school play he wrote for his students last year, with plans to extend it to two or three acts for the next school year. He is also writing a film script.

As chairperson of The Ontario Secondary School Teachers Federation communications committee, he will also be busy this summer transforming a lengthy district division officers directory onto computer disk.

Mr. Hill and his family, as usual, will be involved in the summer's Maxville Highland Games, and finally on his "summer off," Mr. Hill says, "I'll also be refinishing the roof on my cottage."



Mr. Studd was referring to the approximately 23,000 teachers who take summer courses at faculties of education in Ontario to upgrade their qualifications or improve their knowledge of the subject they teach. Courses must be at least 125 hours to meet regulations and usually run four weeks.

Those who aren't studying their specialty may be enrolled in the principal's course that is held for four weeks in the summer, he says. And that's also not counting the teachers who continue teaching — either students who are at summer school trying to make up credits or their fellow teachers who are at the universities doing some form of upgrading.

For example, Doug Hill, a drama and English teacher at Cornwall Collegiate and Vocational School, says in the past 10

Mr. Studd of the OTF adds that some teachers are also involved in curriculum writing teams during the summer to ensure that courses being taught are up-to-date and make use of the best materials available.

Some teachers also join Project Overseas, a program which allows people to go abroad, often to Third World countries, to teach other teachers there and generally work to improve educational standards.

Even the ones who travel in the summer often have educational interests in mind, adds Frank DiNoble, an Education Officer with the Ministry of Education's Professional Development Branch.

"Quite a number of teachers travel in the hope of doing a better job in their field," he says. "They may visit historic sites or study an area that may be used as a potential field

trip in the school year."

Mr. DiNoble says many language teachers will also visit a country to hone their linguistic skills, such as French teachers going to France or Quebec. In addition, there are many teachers who do community

work, such as athletic coaching and music training, throughout the summer.

It's important to note, says Mr. DiNoble, that teachers do most of these activities on their own time and often without pay. They also pay their own expenses for courses.

Follow-up



Apprenticeships concern educators

Ontario's educators favour ongoing teacher training, but are concerned about some recommendations contained in the recent position paper, "Teacher Education in Ontario: Current Practice and Options for the Future."

More than 60 educators from the Toronto area, attending a recent information session at Queen's Park, said apprenticing teachers would not be covered under existing collective agreements and that more teacher training could cut down on in-class instruction time. Similar information sessions were also held in Thunder Bay, North Bay, Sudbury, London and Ottawa.

The paper, prepared by Ontario Institute for Studies in Education (OISE) researchers Michael Fullan and F. Michael Connelly, recommends, among other things, a compulsory apprenticeship program for all new teachers as part of ongoing training and skills upgrading throughout a teacher's career.

OISE researcher Mr. Connelly agreed that teachers coaching other teachers is "becoming a good cliché" across Ontario, adding one of the objectives of the position paper, which does not represent government policy, was to focus and give direction to what is already a province-wide trend.

David Lennox of the Ontario Public School Teachers' Federation said new teachers would not be able to sign their first full contract until the four-year apprenticeship term was complete. Until then, they would not be covered by existing union contracts.

Before the recommendations could be implemented, existing collective agreements would have to be rewritten, Mr. Connelly said. "We would need to legislate a just cause clause across the province."

Responding to claims that ongoing teacher education would cut down on the time teachers spend with students, Mr. Fullan said teachers would be required to spend less than a year outside of the classroom to gain the increased educational requirements.

The paper was commissioned by a committee evaluating teacher education in Ontario. Committee members include representatives of the ministries of Education and Colleges and Universities, the Council of Ontario Universities, the Ontario Association of Deans of Education, the Ontario Teachers' Federation, the Ontario School Trustees' Council and the Ontario Association of Education Administrative Officials.

The principal investigators will analyse reactions to the paper by the summer, and a final report from the committee should be completed by September.

"We like your model recommendations very much," said John Plumpton of the North York Board of Education. "And we are well on our way to doing them under our 'Supervising for Growth' program."

However, Mr. Plumpton said labelling teachers mentors and apprentices creates a hierarchical system. Instead, he suggests using the term "coaches" to describe experienced teachers who will supervise new educators. Coaching is seen as interaction "between true peers," he added.

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EDUCATION WEEK



Education Week (April 26-May 2) was a celebration by people throughout Ontario of the importance education plays in everyone's lives.

This year's theme "Come Learn With Me/Apprenons Ensemble" emphasized the idea that learning is a life-long experience that does not end with formal schooling.

The ceremonies were officially launched by Education Minister Sean Conway in Kenora on April 26 and in Ottawa the following day. Throughout the week, there were a variety of educational activities, performances by schoolchildren, and opportunities for teachers, parents, and the rest of the community to share their thoughts and view the educational system in action.

The photographs on this page are some of the highlights of Education Week 1987.



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Creative marketing spurs co-op success

Fortune cookies, apples and guest passes to dinners and stage shows were just some of the creative marketing tactics Ontario's colleges and universities are using to sell their co-operative education programs to prospective employers and students.

"At a time when colleges are competing for students, you have to make sure you can give them what they want," said a kimono-clad Wilma Puttee of Niagara College during a recent government-sponsored co-operative education fair in Toronto. "And today, what they want is co-op education."

To get that message across, Niagara College adopted an eastern theme with kimonos and fortune cookies containing the message "Work smarter: hire Niagara College Co-op." Each message also listed a local telephone number. On the wall behind Ms. Puttee the slogan "Our students are worth a fortune" completed the effect.



Niagara College was just one of 22 Ontario colleges and universities that set up display booths at the fair sponsored by the Human Resources Secretariat (HRS).

"We hope to promote and better inform the managers in the Ontario Public Service so they can use co-op students more," explained Liborio Campisi of the HRS. "We want employers to find out what type of students are available and what courses are offered."

Although each ministry has its own mechanism for hiring co-op students, the HRS has taken the initiative to build a higher profile for the programs at Ontario's post-secondary institutions. "We need to create some sort of central focus for providing information on co-op programs," said Kathy Hoder, also of the HRS.

There are currently 34,000 postsecondary co-op students across Canada, with just

under 70 per cent concentrated in Ontario, said Paul Mineo, executive director of the Canadian Association for Co-operative Education. "Co-op programs are so successful because employers get students who are interested in their jobs, and students get career counselling while on the job."

The University of Waterloo, which originated Canadian co-op programs in 1957, is also actively promoting the merits of its more than 9,000 co-op students enrolled in everything from engineering to fine arts and languages. "For the pick of the crop," read the slogan over a barrel of shiny apples that caught the eye of passersby — and the assumption was obvious: "Pick Waterloo."

"This type of program allows students to break up the school year," said Stephanie Feraday, an arts program co-ordinator at Waterloo. "It only takes an extra two-thirds of a year (to complete the program), and students get almost two years of work experience."

That experience, combined with job-related class instruction, gives co-op students better resume writing and interview skills as well as a lot of the "intangibles" for which employers are looking, added Ms. Feraday.

Other institutions have chosen to draw attention to their unique geographic location in order to carve out a niche in the competitive co-op market.

Sault College in Sault Ste. Marie, for example, offers a wide range of programs highlighting pulp and paper, forestry, parks and fish and wildlife and packages information on those courses in a glossy folder that entices students to "live and learn a superior experience."

Inside the cover, readers are told of the "power and poetry" of the region and reminded that the Sault is one of the "few remaining places (that) couple the spirit of adventure with learning experiences for the electronic age in a setting bound to generate the memories of a lifetime."

Lynda Tithecott, a placement officer with the college, said: "We focus on the environment and natural resources because it's important to specialize."

And with the move to the Sault Ste. Marie area of Ministry of Natural Resources offices, the Aviation and Fire Management Office, the Canadian Forestry Service, and the Pest Management Institute, the college is building up a list of potential local employers as well as a wealth of guest speakers and experts, said Ms. Tithecott.

ing, and the content was very interesting. In the past we have found this publication very helpful in giving us an overview of education in Ontario.

I noted on page 8, the title, *Gridiron guzzlers aid Arrive Alive*. We congratulate the students for their title *Arrive Alive '86* and the content of their program. We at Iona College have presented a very successful Alcohol Awareness/Prevention program to the campus for the past four years.

Ruth Ryan
Iona College, Windsor

Letters



Dear Editor:
Congratulations on your "new-improved Education Ontario." It is graphically appeal-

News Briefs



Ministry will revise grant formula factors

The Ministry of Education is revising the weighting factors used in determining the formula for grant assistance to school boards.

The revisions are part of an overall examination of the education finance system in Ontario, especially within the context of the Report of the Commission on the Financing of Elementary and Secondary Education in Ontario (the Macdonald Report).

Dr. Stephen Lawton of the Ontario Institute for Studies in Education (OISE) is conducting a research study — to be completed in the fall of 1987 — on the goods and services weighting factor. The compensa-

tory education weighting factor, singled out by the Macdonald Commission, is also slated for special review.

The Ministry has already introduced refinements to the eight weighting factors designed to provide additional grant assistance to school boards to offset the costs associated with special programs and circumstances. These include separate calculations for each of the English and French-language sections of school boards resulting from Bill 75 and calculations incorporating provisions for both elementary and secondary panels of Roman Catholic school boards.

Custom cars compete

Custom vehicles from Ryerson Polytechnical Institute and Sheridan College finished in the top half of the field at the gruelling Mini-Baja Endurance Event at the University of Central Florida recently.

Ryerson picked up seventh spot, while Sheridan finished 15th in the field of 36 entrants representing colleges and universities across the continent. The four-wheel, independent suspension, rear-wheel drive vehicles, designed and built by students at the institutions, competed in 10 categories, including acceleration and safety tests, water driving and slalom manoeuvres.

"I consider it a privilege just to complete the test," said Sheridan's faculty adviser Norman Bull.

Sheridan's "Miser V" and Ryerson's "Pegasus" — both three-wheel, one-passenger vehicles also designed and built by students — competed in the Shell Fuelathon Competition scheduled May 27-28 at the Oakville Research Centre.

Committee appointments

Maurice Lapointe has been appointed Executive Director of the Ottawa-Carleton French-language Education Planning Committee and the Ottawa-Carleton Joint Education Impact Committee.

His new duties will include providing administrative support and advice to the committees, preparing agendas, and working with staff of the region's four school boards in preparing reports to the Planning Committee. The appointment is effective until December 1988.

Prior to his appointment, Mr. Lapointe was the co-ordinator of the Francophone Program for Teacher Education at the Faculty of Education, University of Ottawa. Before that, he was principal at De La Salle High School in Ottawa.

Jean Comtois, Regional Director, Ministry of Education's Eastern Ontario Regional Office, has been appointed the committee's

chairperson. The appointment is effective until December 1988.

Provincial reviews to assess students

The Ministry of Education will undertake provincial reviews to assess student performance at both the elementary and secondary levels, Education Minister Sean Conway has announced.

Beginning with a pilot project in May, the Ministry will spend a projected \$500,000 annually to conduct two assessments per year of student achievement in the areas of mathematics/mathématiques, English/français, and science/sciences.

Each review will collect student performance statistics using a representative sample of students drawn from across the province. It is not a return to standardized testing of every student. The results will be used to improve the programs delivered to students and to report to the public on student achievement on a province-wide basis.

In addition, the Ministry will offer individual school boards the opportunity to take advantage of the materials and procedures developed for provincial review and to use this process to meet their own priorities for program review and accountability at the local level.

Bilateral agreement

Alberta and Ontario have signed a bilateral agreement on teacher certification.

Under the agreement, teachers holding a degree plus a year of training in an Ontario or Alberta teacher education institution, will be able to teach in either province. An Alberta teacher with the required qualifications would be issued a licence to teach in Ontario as would Ontario teachers transferring to Alberta.

The agreement came into effect April 1.

Education Ontario is published quarterly in both English and French by the Ministry of Education and the Ministry of Colleges and Universities. The opinions expressed here are not necessarily those of the ministries. Education Ontario welcomes your ideas and suggestions. Letters and articles are subject to editing and should be sent to Mark Kearney, Communications Services Branch, Ministry of Education, 14th Floor, Mowat Block, Queen's Park, Toronto M7A 1L2. Each issue is planned by an editorial board chaired by John McHugh, Director of Communications Services, Ministry of Education.

Stories for this issue written by Mark Kearney, Rob Wooler and Jane Wideman. Staff photos by John Easton. Art Direction: Paul Haslip Design: David Heath Co-ordinator: Carrie Tyrall Illustrations: Bob Hambly/Erik Parker

Guest Column



Agriculture classes food for thought

Editor's Note: The following is an excerpt from a speech delivered by The Honourable Jack Riddell, Minister of Agriculture and Food, at the "Agriculture in the Classroom" conference in London, Ont.

It wasn't that long ago that agriculture played a prominent role in our education system. It's only the last two decades that have seen the long slide into the "Dark Ages" — as far as these subjects are concerned.

This first national conference is a very important step in the resurgence of "Agriculture in the Classroom."

Ontario has been working toward this goal for some time. My government has developed resource materials for teachers' use. We've produced video programs on agriculture and food — aimed at both the primary and secondary levels.

We've developed a unit in our grade 9 science program — on food and energy. We've conducted workshops and seminars for over 700 teachers — who'll be working with this new program.



Jack Riddell: food industry vital

I feel we've made a good start. This is to the credit of all the players — the government, through my Ministry and the Ministry of Education — producer groups and other volunteers — business interests in agriculture and food production — and so on.

The teachers themselves are looking for materials and making good use of what's available.

You hear a lot of talk about the basics of our education program. What's more basic than food?

Agriculture in the classroom is not a political issue — it's a social and economic issue.

Here we have a major segment of our economy — a big employer — a large-scale user of capital and technology — and a business turning out products we need

every day. And it might as well be doing it in the dark — for all the recognition it gets from the majority of people in this country.

Yet, agriculture and food production is a phenomenal success story.

Modern agriculture is only a creature of the last 100 years or so — despite the fact that it's been around in one form or another, for thousands upon thousands of years.

In a way, that's part of the problem. Because farming and food production have been around for such a long time — people look on them as *never-changing*.

I remember an editorial cartoon I saw a couple of months ago. It showed two similar views of a farm couple — one from today and one from 50 years ago.

They're both standing in front of the farm home. And in the scene 50 years ago, the farmer says to his wife — "Hope it rains, Martha."

In contrast, today — same farm, similar couple — and the conversation goes as follows: "Hope the European agricultural economists can influence a reduction in prime sector subsidies — allowing, in turn, the U.S. Senate sub-committee to recommend a contingent reduction in rural equity enhancement programs, easing domestic pricing trends... Martha."

Farming is very complex. It's not just a matter of sticking some seed in the ground and hoping for the best.

Food production has become an international enterprise — as much subject to the world political and economic climate as to the natural one.

Farming is seen as a full-time occupation whose raw materials are natural resources and muscles — rather than technology and brains.

And it's not just economics or politics that have changed modern agriculture — the impact of science and technology has been enormous.

Research has led to tremendous gains in agricultural productivity — especially in the post-war period.

Today, on Ontario farms — computers are regulating building temperatures, keeping an eye on environmental systems and portioning out exact measures of feed to livestock.

And predictions for the future sound like science fiction.

There's talk of robot tractors and other equipment — computer-linked sensors in the soil — and in plants and animals themselves — providing a vast range of information on health and growing conditions.

Some even see remote sensing of crop and farm conditions by satellite.

That's why I think it's particularly important that students learn a new set of "ABCs". "A" is for "Agriculture" — "B" is for "Big Business" — "C" is for "Cornerstone" of Canada's economy — and so on.

Canada's food producers receive about \$20 billion a year for the crops they grow and the livestock they raise. And that means billions and billions more from fur-

ther processing, wholesale and retail sales, transportation, distribution and so forth.

Canadian exports of food and agricultural products total some \$9 billion a year. And what happens on the farms of this country directly means about one-and-a-half million jobs for Canadians.

Yet — time and again — this image problem gets in the way.

The food industry is important. It's well worth our time to learn more about it — and pass that knowledge along to others.

There's an essential message there that needs to get out — about permanence and stability in our rural communities — about the central role in the economy of both the local area and our nation as a whole.

We teach our young people about the history and culture of the world around them. We teach them about science and technology. Can we afford to ignore this vital element — the business of food produc-

tion and farming?

I don't think so.

I appreciate the commitment of the people in the industry — food producers, food processors and so on — to seeing the real story told.

After nearly two decades of neglect, we finally have an opportunity to take our message into the nation's classrooms. I think all of us — who have an ongoing interest in agriculture and food ought to make the most of this chance to set the record straight.

We need to work together to tell one clear and compelling story.

I think the educators of this country can provide invaluable advice and assistance. They can help us shape our message to their needs.

We all have a stake in getting this story out — and getting it right. And this conference is a good start for us all.

Elusive excellence is ministry's goal

Excellence in education is an elusive goal, but one worth pursuing, says Deputy Minister of Education Bernard Shapiro.

To approach that goal, the ministry must constantly assess its existing programs while developing new ones that better meet the challenge. However, he said, the ongoing struggle for excellence can, at times, lead to aggravation.

"By the time you get to where you wanted to go, people have decided there are new levels (of excellence) to reach," Mr. Shapiro told Ministry staff at a recent meeting.

The way people view excellence in education is always changing to reflect the changing world, new technologies and changing aspirations, he said. And although that means excellence will never really be achieved, "the trick lies in getting closer each time."

To do that, Mr. Shapiro has established a list of criteria for evaluating programs and establishing ministry priorities.

Each is designed to ensure the Ministry provides a relevant education that is accessible to all Ontarians.

Relevance means rejecting the medical approach to teaching with its "take this, it's good for you" attitude, in favour of an education that puts learning in the context of a student's future as an employee, as a citizen and as an individual. "The programs must not only be relevant, but appear to be relevant."

Excellence also involves "inculcating in the young the idea that they should be unwilling to settle for less than the best they can do," he said.

In addition to being accessible, education in Ontario must also offer a diversity of programs. Alternative schools are one answer, but flexibility within the Ministry and schools can also meet this criterion, he added.

Within the Ministry, Mr. Shapiro said there needs to be stronger co-ordination between three kinds of activity: strategic planning, operational planning and budget allocation. This will ensure that there is sufficient money available to highlight new government initiatives rather than simply spending in traditional areas.

"We must consider not only what would be good to add, but what would be good to replace."

Appointments



Howat Noble has been appointed Director of the Ministry of Education's Policy Analysis and Research Branch. Mr. Noble was formerly Director of the Corporate Planning and Financial Management Branch. Brenda Kritzer, Manager of Operational Planning and Development, has been appointed Acting Director.

Mr. Noble succeeds Dr. J.R. Graham, who has been succeeded to the Human Resources Secretariat.

An enhanced corporate policy support service for the Ministry has also been established in the Policy Analysis and Research Branch under Mr. Noble's direction.

The service will provide co-ordination and advice to the division in support of priority development projects. Julie Lindhout, Education Officer, Regional Support Group, and Marjorie Mercer, Senior Policy Advisor, Corporate Policy Advisory Group, Policy Analysis and Research Branch, will be responsible for this.

The service will also provide an expanded policy liaison and co-ordination service for the Ministry's relationships with central government agencies, other ministries, and Cabinet committees. John Bonner, Manager, Corporate Policy Advisory Group, will provide the leadership in this area.

The appointments were all effective May 4, 1987.